Volume 9 Issue 4 (2025) Pages 1005-1014
Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini
ISSN: 2549-8959 (Online) 2356-1327 (Print)

Inclusive Classroom Management In Non-Inclusive Preschool (Case Study At TK it Ihya Assunah Tasikmalaya)

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DOI: 10.31004/obsesi.v9i4.6339

Abstract
Inclusive education is a fundamental right of every child, including those with learning, emotional, or behavioral challenges. However, many early childhood institutions are not formally inclusive. This study aims to explore how a non-inclusive preschool, TK IT Ihya Assunah in Tasikmalaya, implements inclusive classroom management for children with mild to moderate special needs. A qualitative case study approach was employed, involving classroom observations, in-depth interviews with teachers, and documentation analysis. The findings reveal that although the school is not officially inclusive, it adopts inclusive practices through individualized support, structured environments, and responsive teaching strategies. The Beyond Centers and Circle Time (BCCT) learning model is utilized to stimulate child development and foster participation. This study highlights the importance of adaptive management and collaborative support to ensure quality early childhood education for all learners.

Keywords: *classroom management, inclusive, preschool*

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Received 5 December 2024, Accepted 15 April 2025, Published 13 April 2025

Introduction

The concept of children with special needs has a broader meaning than the definition of extraordinary children with special needs. Children with special needs are children whose education requires specific services different from that of other children in general. They face obstacles in learning and developing, so they need educational services that suit their learning needs. (Fakhiratunnisa et al., 2022). Children with special conditions typically have abnormal circumstances in physical, mental, emotional, social, and academic aspects, or a combination of those, which describe them as children with special needs and thus need special treatment in their learning process. (Azzahra & Dhona, 2023; Yeni & Rindaningsih, 2023). Education is an important aspect that is consciously planned to create a learning atmosphere to develop their potential, regardless of children's differences. (Wulandari et al., 2024). Therefore, children with exceptional conditions also need exemplary education services to become knowledgeable, capable, competent, noble character, healthy, and devoted. (Salsabila et al., 2022).

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Early childhood is unique; it is often called the golden age because it encompasses all stages of human development. The environment is one of the best factors that quickly stimulates this period. (Ariyanti, 2016). At this crucial time, children are ready to carry out various activities to develop both mentally and physically. (Yeni & Rindaningsih, 2023). The significance of the early childhood period is that almost 80% of brain cells develop, and the brain, as the center of intelligence, advances rapidly. 1-5 years is the most effective time to develop vocabulary recognition (Pratama, 2022; Yeni & Rindaningsih, 2023). Therefore, the development of regular children with special needs must be attended to seriously following the law's mandate. The equal rights of children with special needs are also recognized in the Convention of the Rights of the Children, which the government must fulfill and guarantee (Pangestuti & Darsinah, 2023). The convention mentions ten general children's rights, one of which is to provide children with early childhood education. Additionally, the mandate of the Constitution of 1945 states that education is protected and righteous for every human being in Indonesia. All of these are to convince that children have the right to education despite their conditions and differences. (Yusra et al., 2019).

Based on that, the government also recommends adapting to 21st-century learning styles; those with special conditions may participate in regular school with regular children; in other words, they are inclusive. (Polirstok, 2015). Presenting an inclusive class aims to provide equal opportunities for both children. (Munawwaroh, 2019) About Inclusive Education.

Further information based on Regulation of the Ministry of Education (Ishartiwi, 2023) Shows that every region in Indonesia is required to sustain an inclusive school. An inclusive school can be interpreted as a regular school that accepts children with special conditions and provides them with an education system adapted to their needs. This educational service includes planning, learning, planning, assessing, and anything else beyond that provided in the school environment. (Yusra et al., 2019).

Despite that, regulations to become an inclusive school must go through various mechanisms. Not every inclusive school is accessible for every child, for reasons of distance, economic conditions, socio-cultural, etc. Another alternative was offered. Namely, students with moderate to low conditions were allowed to attend regular classes. Even though they are not registered as inclusive schools, several preschool units are ready to accept children with special conditions through unique mechanisms prepared by the school.

One school ready to accept children in these categories is TK IT Ihya Assunah in Tasikmalaya, West Java, Indonesia. This preschool unit has provided classroom management and a school environment that can accommodate the children's conditions. This school uses the BCCT learning method. One learning model that can accommodate each child's uniqueness, characteristics, and needs is the center and circle learning model, also known as BCCT. (Lestari, 2015) . Using a play approach, the center and circle learning model trains children's development. (Chusna et al., 2024) The center and circle learning models have several advantages, namely that children will learn better if the environment is created naturally, and learning will be more meaningful if children do what they know and more engaging and meaningful, not. (Purnama & Abadi, 2019).

Implementing inclusive school with the BCCT learning method aims to facilitate students with special needs and regular students' ability to learn indoors, outdoors, and in the same environment, as well as opportunities. The needs of students can vary, including physical, mental-intellectual, social-emotional, and academic problems. Some of these conditions were then reclassified into two types: permanent and temporary due to specific environmental conditions (Suparno, 2012). Children with medium and low needs are among the children in schools implementing inclusive education.

Children with special needs are different, depending on the context; some are biological, psychological, and socio-cultural. The biological basis of children with special needs can be linked to genetic disorders and explains the classification biologically, such as

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brain injury, disabled body part, or paralyze, which can result in multiple disabilities. In a psychological context, children with special needs are more easily recognized from attitudes and behavior, such as impaired learning abilities in slow learner children, impaired emotional and interaction abilities in autistic children, impaired speaking abilities in autistic children, and ADHD. The socio-cultural concept recognizes children with disturbances in emotions and behavior that cause difficulty in adapting to their environment, so they require special treatment. (Opi Andriani et al., 2023).

The Individuals with Disabilities Education Act (IDEA), one of many categories of medium disability, states that children with limitations must be educated within the same environment or class to the same standard or Least Restrictive Environment (LRE). The LRE is a principle that ensures that students with disabilities are educated in general education classrooms with their non-disabled peers as much as possible. (Heritage Foundation et al., 2020). The LRE is based on the idea that separate does not mean equal. The LRE principles are as follows: 1) In school implementation inclusion, there are essential elements to support the implementation, as stated by Sapon-Shevin (Yusra et al., 2019) Several learning profiles in inclusive school's state that inclusive education means creating and maintaining a warm classroom community, accepting diversity, and appreciating differences. 2) Teaching heterogeneous classes requires a change in the implementation of the curriculum. 3) Inclusive education means continuously encouraging teachers to delete obstacles related to professional isolation. 4) Inclusive education means involving parents thoroughly in the process of planning.

Ilahi (2016) revealed that the principle of inclusive education is directly related to collateral access and opportunities for all students with regular or regular special needs to get an education without looking at the background of the life of his students. Guaranteed access includes students receiving services and the best education without discrimination. Inclusive education is also a strategy for creating friendly schools that need actual knowledge from students.

One of the success factors in implementing inclusive schools is that needs can be accommodated for each student. Learning progresses most in class, and then the class must be able to accommodate student needs—efforts to accommodate the needs of students in the one-way class arrangement. The class arrangement will help students follow along with learning well. Quality learning will appear in the classroom atmosphere and climate, which should be conducive, active, practical, creative, and pleasant.

According to (Adiarti, 2014), inclusive classroom arrangements aim to create a learning process or activity of practical teaching by inviting children to appreciate differences. However, it is not an all-inclusive school that can implement inclusive classes. This matter is caused by a lack of preparedness for schools to organize an inclusion system. (Adiarti, 2014). Things still lacking in the arrangement of classes in inclusive schools are the teacher's efforts to set a classroom atmosphere that is friendly for children with special needs and regular children. Whether or not the arrangement is implemented in an inclusion class depends on the teacher's ability to consider the location of facilities and infrastructure to meet children's needs at that school.

The stages of class management are based on management functions. Likewise, (Soodak, 2003) discusses in his research study Inclusive classroom management, covering planning, organizing, mobilizing, and controlling the overall quality of the classroom environment, allowing students to feel accepted, safe, and supported. 1) Learning planning by making a regular school curriculum (national curriculum) that is modified (improvised) by the stage of development of children with special needs, taking into account the characteristics (characteristics) and the level of intelligence. 2) Organizing the physical environment where the target of class organization is an important object that must be considered to create a conducive class. The physical organization of this class describes several things, which include management of the physical environment, namely the space where the learning process takes

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place, seating arrangements, and the arrangement of facilities and learning support materials. 3) Social environment actuating is carried out to create and maintain an atmosphere overwhelmed by high student motivation. The actuating of the social environment is the focus of attention and handling in the learning process. The teacher must be able to manage students competently so that students can play an active role in the learning process. 4. Control of problems in classroom management during the learning process: Every teacher must find a variety of issues that occur, such as behavioral problems from students both individually and in groups or topics that originate from the teacher from the skill to manage the class to the end of learning.

Finally, the arrangement of inclusive classes is an effort to create a classroom atmosphere that is friendly for children with special needs and regular children. Furthermore, this article aims to provide readers with insight into classroom management in non-inclusive preschool schools that accept students with special education conditions. and how to fulfill service needs tailored to each of their characteristics at TK IT Ihya Assunah Tasikmalaya City.

Methodology

This study adopts a qualitative methodology to gain a holistic and in-depth understanding of inclusive classroom arrangements in a non-inclusive early childhood education setting. A case study design was employed, allowing the researchers to explore real-life classroom dynamics and contextual factors influencing the inclusion process. To support better child development, TK IT Ihya Assunah uses the BCCT (Beyond Center and Circle Time) method, which is then called the center method, as the learning approach is applied. This learning approach is supported by implementing the Merdeka Curriculum and effective communication, which can help improve children's growth and development.

The BCCT method is a learning model initiated by Maria Montessori and innovated by Creative Pre-School Florida, USA. In this learning method, the teacher is a facilitator who motivates, accompanies, and provides support. At the same time, the students become independent subjects, characterized by sitting in a circle. (Yadnysawati, 2019). Each class consists of one center teacher and one assistant teacher, with 14-15 children. Children with special needs are in regular classes together, with a ratio of 1:14. Its placement also includes a unique mechanism at the beginning of the learning year, and all teachers and administrators agree upon it. The BCCT approach aims to facilitate children's growth and development according to their potential and interests. The BCCT method will attract children by fostering a desire to learn about their surroundings and culture from an early age. That interest will encourage each child to acquire new knowledge and experiences, which will influence the development of their attitudes, interests, potential, and basic abilities. (Rahmaniah & Muzdalifah, 2024).

Results and Discussion

The results of the study of classroom management can be described as an effort by a teacher to create and design a productive, effective, and efficient learning environment that encourages children to be active so that their potential can develop optimally. (Mahmud et al., 2022). Then, there are at least three elements that support the optimization of an ideal learning environment, namely: (1) professional teachers in arranging the children's learning environment; (2) supporting facilities in realizing a learning environment that meets the needs of all children, including schools that support the realization of a conducive learning environment; (3) parental involvement in helping create an effective classroom environment and management. Discussion on classroom management is addressed in two points:

Indoor and outdoor classroom management

The classroom management setting is described as follows: the building and classroom conditions are facilities provided by the foundation, and they are in excellent condition, both

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in terms of building integrity, classroom design, ventilation, and size. The foundation also provides furniture, classroom equipment, and other facilities and infrastructure necessary for the school. Then, the teacher is tasked with organizing the plan that has been prepared. The boundaries between classrooms at TK IT Ihya Assunah are child-friendly and made of wood, so they can be modified as needed. The classroom size is sufficient to serve the children well, not too big or too small.

This school implements personalized classroom management, which means the classroom accommodates children according to their diversity. This concept means that the school serves the child regardless of the child's condition. Personalization strategies in the learning process are designed by analyzing the special education programs used in schools. Teachers are also tasked with creating classroom learning that encourages children's adaptation, improves teaching quality, optimizes students' potential, and promotes comprehensive student development with diverse needs. (Farah et al., 2022)

An overview of the classroom setting at TK IT Ihya Assunah is as follows: every corner of the classroom is safe, accessible, comfortable, clean, and tidy. This aims to ensure children's safety and comfort during classroom activities. This aligns with the Minister of Public Works Regulation No. 30 regarding accessibility elements: safety, convenience, usability, and independence.

TK IT Ihya Assunah, in the 2024-2025 academic year, has a child with special needs who has a speech delay and emotional and behavioral disorders. Behavioral and emotional disorders are characterized by patterns of dissocial, aggressive, or oppositional behavior that are recurrent and persistent. In its extreme form, this behavior severely violates the social norms applicable to children of that age(Tupamahu et al., 2024). Inclusive classroom management to facilitate such conditions involves selecting safe materials with shapes and colors that are attention-grabbing yet calming and non-pressuring. The classroom arrangement at TK IT Ihya Assunah adapts that theory, making the classroom look full and lively so that every corner stimulates the children's attention.

The classroom arrangement at TK IT Nurul Qomar refers to the Standard Operating Procedures (SOP) for indoor classroom settings created by the school. Factors that must be considered include observing the child’s age to meet their needs and assessing their abilities and development.

The infrastructure available in the indoor classroom setting at TK IT Ihya Assunah supports the implementation of inclusive classes, providing facilities for children to stimulate their development and meet their needs. The facilities include classrooms with various furniture according to needs, a library with multiple books, and children's toilets with chairs and good handwashing access. The classroom setting has met the standards set by the Republic of Indonesia Law No. 20 of 2003, which states that every formal and non-formal educational unit must provide facilities and infrastructure that meet educational needs through the growth and development of physical potential, intellectual intelligence, social, emotional, and the obligations of students.

The indoor classroom arrangement at TK IT Ihya Assunah, designed for Inclusive Early Childhood Education (PAUD), can be described as follows: each classroom features a reading corner with shelves and books, multiple shelves filled with various children's toys and teacher-made educational aids, shelves for storing children’s belongings and their creations, tables and chairs sized for children, displays of children’s artwork, and numerous pictures and letters on the walls to introduce and stimulate literacy in children. These facilities are customized for each center. At TK IT Nurul Qomar, there are five centers in each age group: the preparation center, the imtaq center, the block play center, the role-play center, and the natural materials center.

The conclusion from the explanation above is that the facilities in the indoor classroom setup at TK IT Ihya Assunah effectively meet the needs of its students. These needs are addressed to fulfill developmental aspects and support students with special requirements.

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The facilities prioritize security and comfort for their users. Security has been a primary focus from the outset. The safety measures in the indoor classroom arrangement at TK IT Ihya Assunah, according to the Quality Indicators of Inclusive Early Childhood Programs, can be described as follows: (1) Toys and activity materials are displayed on shelves at heights suitable for children's sizes. The furniture arrangement does not obstruct the movement and view of either adults or children; (2) The organization of furniture aligns with the children' s needs; (3) Electrical cables are out of reach for children, and the outlets are secured; (4) Areas deemed hazardous are equipped with safety features, such as added protective elements at the ends of stairs to prevent slipping. Furthermore, the classroom management at TK IT Ihya Assunah features a beautiful, safe, and comfortable design that stimulates children and channels their energy. There is also an area designated for warm- up activities before children begin their tasks. The description of the outdoor classroom setting regarding space, materials, and accessibility is as follows: (1) The Mini Playhouse is designed for playgroup children and includes a small slide; (2) The Playground offers various areas to stimulate physical and motor development; (3) The playground surface is covered with synthetic grass and protected by an air filter overhead; (4) Drawing and painting areas encourage children to explore and enhance their creativity and independence. Such arrangements support the sensory-motor skills of both regular children and those with special needs, improving concentration and cognitive abilities while also training body coordination and muscle strength.

Overall Condition of the School Location: The school is enclosed by a fence or wall and maintains good condition. It has sturdy equipment and is well- constructed to avoid any risks related to traps or injuries from pinch points. In addition to establishing the safest facilities and infrastructure for children, the involvement of children in ensuring safety is crucial. In managing outdoor class arrangements at TK IT Ihya Assunah, children receive socialization and guidance on the ven socialization and guidance on the guidelines and rules for playing in the outdoor area.

Classroom learning management

Preparation for learning begins with designing the RPPH created by the teacher, referring to the semester and weekly programs adjusted to the theme and sub-theme, as well as the play environment foundation conducted as learning preparation. The RPPH contains data information about the day/date, theme/sub-theme, time allocation, group name, center, play activities, indicators, and foundations in playing. The RPPH serves as the basis for implementing learning from the designed curriculum (Gayatri et al., 2023)

Learning activities are divided into several sessions:

(a) Morning session 07.00-08.00

The morning session consists of (1) the children greeting each other upon entering the classroom, (2) storing their water bottles and bags, (3) conducting a roll call, (4) independently storing their savings books, (5) playing with various toys provided by the teacher, (6) drawing in the morning journal at the table on the provided paper, (7) reporting the journal to be dated and noted, (8) storing the journal in the folder attached to the classroom wall, (9) writing in the designated type of book, and (10) reciting iqra / kibar in an orderly manner. Moreover, the teacher signals the remaining time by pointing to the clock's hands. During this session, the child identified as having a speech delay is encouraged to repeatedly name letters, colors, or objects they are playing with to help articulate reading more clearly. The teacher also provides guidance on the safe use of classroom materials and informs the children that playtime will end in five minutes so they can independently understand how to tidy up the toys and store them in the designated place.

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(b) Session 08:00-09:30

The next session consists of (1) Greetings; (2) The teacher checks which children are absent and what needs to be done; (3) Exercise; (4) Daily memorization and counting the number of verses read; (5) The teacher explains the content of the letter being memorized. During this activity, a child who shows symptoms of a speech delay demonstrates behavior that cannot yet keep up with the instructions and activities. The child walked to another class and did not attend the letter memorization session. When the teacher directed the child to return to class, he focused on something else in the classroom instead of listening to the story. From this, it is evident that the child struggles to keep up with the pace of the activities and is still preoccupied with his own interests. The teacher's approach is to inform their classmates that the child still needs help focusing on learning, and every 10 minutes, the classmates assist the teacher in encouraging the child to return to class and join in. The result is that there are activities the child is willing to participate in, and others that he is not. The classmates do not mock him and understand his situation.

(c) Session 09:30-10:00

The teacher announces that the memorization session is over, signaling that it is snack time. The class leader gathers the necessary eating utensils while the other children assist in tidying up and distributing them. Children with special needs are invited to sit together and enjoy a meal. First, the teacher shares information about the nutritional content of the food and leads a prayer before and after the meals. The children follow the teacher's instructions to clean up the used utensils.

(d) Session 10:00-10:15

The teacher presents the predetermined monthly topic. During this session, a child is indicated to have behavioral issues, wandering into other classrooms and refusing to participate in activities. He showed aggressive behavior by stomping his feet and crying. The teacher responded calmly and invited the child to express their desires.

(e) Session 10:15-11:30

Center activities begin. During the observation, this class had a schedule at the imtaq center. The class teacher and the assistant provided 15 types of games related to the discussed monthly topic. (Pakistan). The teacher first provides information about today's activities and reminds everyone about the rules. Children with special needs look pretty enthusiastic. The child was encouraged, motivated, and given extra appreciation while playing various games. However, from multiple types of play, the child felt frustrated because the eye-hand coordination was not yet perfect, and they forgot their emotions to the point of throwing the toy. The teacher patiently responded to the situation by waiting for the child to calm down and inviting them to play elsewhere, which happened four times.

(f) Session 11:30 12:30

After the child finishes their activities at the center, they prepare to perform the dhuhr prayer. They go together to the restroom in an orderly line, urinate, wash their hands, and perform ablution. The child who was indicated could do everything without the teacher's help. However, during the repetition of memorizing short surahs and daily prayers, as well as during the performance of prayers, the child needs assistance to follow along and instead wants to disturb their friends. When prompted by the class teacher, the child was seen throwing a tantrum, rebelling, and refusing to be controlled. The teacher patiently waited for the child to finish the tantrum and calm down. Afterward, the teacher emphasized that prayer is an act of worship, not something to be played with or disturbed.

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(g) Session 12:30-1:10 PM

After the children finish praying, they independently put away their prayer equipment in the place provided by the teacher and prepare to have lunch. Just like when eating snacks, a child is assigned to bring rice and side dishes to the bench to be eaten together, with instructions from the teacher to be careful not to spill. A child with behavioral issues is calm now and willing to join in the meal by taking an appropriate amount of food and then eating calmly.

(h) Session 13.10-14.00

The children tidy up the food, pick up leftover crumbs, and separate the dirty utensils. While putting away the eating utensils, a child with behavioral issues was seen refusing to place the dirty plates properly and was crying. The teacher then encouraged the child to be orderly and disciplined. With the teacher's assistance, the child became willing to store the used utensils neatly. The closing activities took place; the children put on their bags and prayed to prepare for going home.

According to the class teacher, the child with behavioral issues has improved since the first day of school. After a few months of learning and receiving support, stimulation, and encouragement, the child gradually understands that excessively expressing emotions is not appropriate and is more willing to mingle with friends. The child's articulation has also improved; initially, the teacher could not understand their speech, but now it is becoming clearer, although some letters are still challenging to pronounce. The teacher recounted that the classmates provided extraordinary help, as they understood what the child was saying and conveyed it to the teacher. The classmates also assisted when the child felt frustrated if something did not go his way, helping to calm him down and redirect his attention.

Conclusion

Inclusive classroom management at TK IT Ihya Assunah is comprehensively implemented through the integration of the BCCT learning model, which emphasizes child safety, comfort, and developmental stimulation. Children with mild to moderate special needs are successfully integrated into the classroom environment, supported by structured routines, peer collaboration, and responsive teaching strategies tailored to individual needs.

Acknowledgments

The author would like to thank the academic community of the PIAUD UID Ciamis study program for providing support in completing this research. Thank you also to TK IT Ihya Assunah, which has agreed to collaborate as a subject school for this research.

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